



Perkins IV

NCLB Meets CTE

Iowa Lakes In-Service

March 13, 2008

It's Perkins. So, what's the big deal?

- Much is familiar. Much has changed.
- There are significant changes to expectations of colleges and schools receiving Perkins funding.
- Increased emphasis on academics in CTE programs, linkages between secondary and postsecondary, and accountability at the local level with built in sanctions.

Perkins re-focused



Intent is to support CTE in meeting the challenges and expectations of the 21st century:

- Keeping the U.S. competitive in the global marketplace
- Responding to continuous program improvement expectations
- Ensuring CTE programs provide students rigorous and modern curricula preparing them for high wage and high tech occupations.

Perkins re-focused



- Develop CTE curricula with challenging academic and technical standards
- Promote partnerships among levels of education, business-industry and the public
- Provide technical assistance and professional development (IDE)
- Conduct and disseminate research on CTE best practices (USDE)



Perkins Is NOT

An EQUIPMENT ACQUISITION GRANT.

Equipment is a PERMISSABLE use of funds only.

We MUST FULLFILL the 9 REQUIRED ACTIVITIES before we can use the funding for equipment



What's New?

- Change in CTE definition to include baccalaureate career preparation
- New definitions of program participants, concentrators, and completers.



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Student Definitions

- **Participant** = a postsecondary student who has been accepted in a CTE program and has earned one or more credits in the technical core of that program.
- **Concentrator** = a postsecondary student who –
 - [1] has been accepted in a CTE program
 - [2] completes at least 12 credits of the technical core for that program -- OR
 - [3] completes a short-term sequence of less than 12 credits which terminates with an award of an industry-recognized credential or certificate.

What's New?



- Change in CTE definition to include baccalaureate career preparation
- New definitions of program participants, concentrators, and completers
- Re-focused from “job preparation” to “academic and technical preparation”

Refocused on academic AND CTE achievement

The state will –

- *“Design specific academic and technical skills needed to support regional workforce needs. The results will determine how well CTE is preparing students for high-skill, high wage, or high demand jobs.”*
- *“Monitor performance data of CTE students compared to non-CTE students.”*
- *“Design professional development for pre-service and practicing teacher education programs.”*

What's New?



- Increased emphasis on achievement of a degree, certificate or industry-recognized credential.



Emphasis on Credentials

The Perkins Act 2006 requires –

- alignment of individual program core technical skills with industry standards, and assessment of those skills approved by a third party organization.
- attainment of an industry-recognized credential, a certificate, or degree.

What's New?



- Required “program of study” linkages

High School: College CTE Linkages

The secondary “technical skill attainment” performance indicator requires

*“the technical skills assessed, the instrument used to assess those skills and the proficiency level to be attained to pass the assessment must be approved by a third party **AND the PSE where the program is articulated.***

What's New?



- Required “program of study” linkages
- Community colleges will receive a small increase in the state share, but ...
- \$\$ MUST be used for linkage activities with high schools.

High School: College CTE Linkages

\$\$ must be spent on linked programs of study –

- 75% of secondary CTE programs will need to meet state “Program of Study Requirements”
- FY08 required all schools to have at least one of these in development.
- Each POS **MUST** be linked to community colleges through common competencies that are jointly agreed upon.

What's New?



- Required “program of study” linkages
- Community colleges will receive a small increase in the state share, but ...
- \$\$ MUST be used for linkage activities with high schools.
- Sanctions at the local level – not state aggregated
The formula to divide Perkins IV among secondary and community colleges has been re-tooled to account for large numbers of dual enrollments in CTE



Is there any GOOD NEWS?

- *More flexibility in setting our performance indicator levels*
- *We have historical trend data to help us determine what reasonably attainable levels might be.*
- *We know our strengths and where our challenges will be*



What does this mean for you?

Perkins IV has tightened accountability.

For Perkins III all community college data was reported to the feds as an aggregate

For Perkins IV, each college stands alone.

IF we do NOT meet the negotiated performance indicators during a two year period, we will be SANCTIONED.

That means, the IDE controls how we use our Perkins funds.



Performance Indicators

1P1 Technical Skills Attainment

The number of program concentrators who left in reporting year AND passed a technical skill assessment (divided by)

The number of program concentrators who took the technical assessment

Technical Skills Attainment History

State negotiated standard = 91.25%

Iowa Lakes data:

2002 = 95.01%

2003 = 91.90%

2004 = 86.10%

2005 = 95.53%

2006 = 95.29%



Performance Indicators

2P2 Credential Attainment

The number of program concentrators who received an industry-recognized credential, a certificate, diploma, or degree in the reporting year (divided by) the number of program concentrators who left the college during the year.



Credential Attainment History

State negotiated standard = 98.54%

Iowa Lakes data:

2002 = 100%

2003 = 100%

2004 = 100%

2005 = 100%

2006 = 100%



Performance Indicators

3P1 Student Retention or Transfer

The number of program concentrators enrolled in the fall of the previous year and remained enrolled in the college or transferred to another college (divided by) the number of program concentrators enrolled the previous fall and did NOT receive a credential, diploma or degree.



Retention/Transfer Attainment History

This is a new performance indicator. We have not tracked this previously.

I will be working with Randy Beernink to pull the data from our State Year End MIS reports.



Performance Indicators

4P1 Student Placement

The number of program concentrators who were placed or retained in employment or placed in military service or apprenticeships in the second quarter following the program year they left PSE (divided by) the number of program concentrators who left PSE during the reporting year.



Placement Attainment History

State negotiated standard = 95.00%

Iowa Lakes data:

2002 = 40.50%

2003 = 23.5%%

2004 = 8.3%%

2005 = 64.5%

2006 = 68.24%



Performance Indicators

5P1 Nontraditional Participation

The number of students from gender under represented group who enrolled in the program during the reporting year (divided by) the number of students enrolled in the program.

Non-Trad Participation History

State standard:

Iowa Lakes data:

2002	17.70%	42.4%
2003	17.95%	36.1%
2004	17.95%	42.9%
2005	18.25%	31.89%
2006	20.09%	20.42%



Performance Indicators

5P2 Nontraditional Completion

The number of students from underrepresented gender group who completed the program and left during the college year (divided by) the number of students from the underrepresented gender group who were concentrators and left the college during the reporting year.



Nontrad Completions History

State standard:

Iowa Lakes data:

2002	13.51%	36.40%
2003	13.61%	38.90%
2004	13.61%	39.40%
2005	13.71%	28.24%
2006	14.26%	7.63%



So What's Next?

**FY09 Application will probably be due
June 1, 2008.**

**We need to negotiate our performance
levels for each of these performance
indicators.**

**We need to work together to document
our outcomes.**

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So What's Next?

I need your feedback about reasonable performance indicator levels.



Resources

This PowerPoint –

P & D Website:

http://www.iowalakes.edu/planning_development/grants/current_grants.htm

It will be title: PerkinsIV_inservice13Mar08

A decorative graphic at the top of the slide consists of two rows of circles. The first row has a solid light purple circle on the left and an outlined light purple circle on the right. The second row has a solid light purple circle on the left, an outlined light purple circle in the middle, and a solid light purple circle on the right.

Resources

State Plan

http://www.iowaperkinsstateplan.org/images/stories/documents_for_perkins/iowa_perkins_5-year_state_plan_-_draft.pdf